
Title: Co-developing inclusive tools in Physical Education (PE) for all pupils in school.

Authors: LARS KRISTÉN¹, PhD & BODIL KLINGVALL¹, MSc & MIKAEL RING ², ASSOCIATE PROFESSOR ¹ Center of research on Welfare, Health and Sport (CVHI), School of Social and Health Sciences, Halmstad University, Halmstad, Sweden ² Unit for Human Geography, Department of Economy and Society School of Business, Economics and Law, University of Gothenburg, Gothenburg, Sweden.

Purpose: The purpose was to test and evaluate a prototype from a child’s perspective, with the specific aim to investigate how participation, inclusion, learning are expressed in the use and development of various new sports tools in the subject of PE at three schools in south-west Sweden. Development of inclusive tools for PE is often conducted without involving children as co-developers or viewing education as consisting of a heterogenous target groups, such as children with disabilities. The study is a part of a larger project on innovations from a norm-critical perspective on tools for PE with children both with and without disabilities and companies as co-producers.

Methods: The study uses qualitative methods such as interviews, films and participant observations with an intervention approach. The study was carried out at 3 elementary schools in south-west Sweden with approximately 15-20 children with and without disabilities, a total of about 60 children aged between 10 and 15.

Results: The results show that participation and inclusion play an important role developing and using tools in PE. The study also suggests that participation and inclusion may enhance learning, within the development and creative use in classes where challenges and obstacles were necessary to be dealt with by the children.

Conclusions: The children gave development proposals and different perspectives on inclusion. Teachers need also some tools to guide the students how to reflect on different actions in PE for all. The students was given an opportunity to reflect about training and norms, and these discussions gave us important knowledge about their needs. The childrens voices were important for researchers and entrepreneurs to develop the ability to think in new ways. Belonging and togetherness among pupils and teachers during PE lessons contributed to adapting the PE material to everyone's needs and conditions.

Support/Funding Source: The study was founded by Vinnova [grant number 2015-03866].